

**APPEDIX B.3.**  
**EXAMPLE FIELD EXPERIENCE PLANNING TEMPLATE**  
**Southern CT State University (SCSU)**  
**Undergraduate Special Education Program**

**Goal:**

Provide opportunities to learn and demonstrate competency in evidence-based practices to improve core and specialized instruction to support all students, including SWD, ELLs and struggling learners, reach college- and career-ready (CCR) standards in inclusive settings.

**Outcomes:**

1. Candidates will understand reading and writing development including typical and atypical patterns of development for different age students (K-12).
2. Candidates will understand the types of literacy (and other) difficulties common to various disabilities (e.g., specific learning disabilities including dyslexia; intellectual disabilities; emotional and behavioral disabilities; autism spectrum disorders)
3. Candidates will be able to plan, teach, and assess developmentally appropriate literacy instruction (both reading and writing) taking into account whole group and individual student needs.
4. Candidates will be able to recognize when instruction is not working for particular students who are struggling (because of language, disability, culture, maturity, etc), determine whether the problem is persistent or situational, and adapt/personalize instruction for such students so that their performance improves.
5. Candidates will understand the elements of classroom management, student engagement, instructional planning, delivery, and assessment that need to be addressed in creating a culturally responsive learning environment.
6. Candidates will demonstrate the ability to plan and deliver evidence-based instruction in culturally responsive ways.
7. Candidates will demonstrate the ability to implement high leverage practices within which they nest specific evidence-based literacy practices.
8. Candidates will demonstrate the ability to work effectively with other professionals (e.g., general educators, other specialists such as SLPs) in program planning and delivery for at-risk students and students with disabilities.

## APPENDIX B.3. SCSU EXAMPLE FIELD EXPERIENCE PLANNING TEMPLATE – UG Special Education

<b>GATE 1 (Approx. Freshman Year/Sophomore Year, 1<sup>st</sup> semester) – Program Acceptance</b>						
<b>Course and Description</b>	<b>Objectives for clinical experiences</b>	<b>Field Activities and Strategies Employed</b>	<b>Key assessments with standards met</b>	<b>Teacher Responsibilities</b>	<b>Student Supervisor (Course Instructor) Responsibilities</b>	<b>Tools (Guidance tools, observation tools, etc.)</b>
EDU 200 – Teachers, Schools, and Society; and SED 225 – Introduction to Exceptionalities	Please see below (what candidates should be able to do).	30 hours of classroom observations (across both courses); at least 15 hours of those must involve observing an at-risk student(s) or student(s) with disabilities in an inclusive classroom learning environment. Not supervised by course instructor.	Write a case report and do an oral presentation on the accommodations, adjustments, modifications, etc., used with the target student(s); make suggestions for further changes; and tell what the teacher candidate learned from the observation.	None.	Provide guidance about expectations for observations, case report, and oral presentation; troubleshoot problems; provide feedback on and grade assignment.	Rubric to evaluate case report and oral presentation.
<p>Objectives for the clinical experiences in Gate 1: What should the teacher candidate be able to do by the end of this gate?</p> <ol style="list-style-type: none"> <li>1. Candidates will begin to understand features of reading and writing development including typical and atypical patterns of development.</li> <li>2. Candidates will begin to understand types of literacy (and other) difficulties common to various disabilities (e.g., specific learning disabilities including dyslexia; intellectual disabilities; emotional and behavioral disabilities; autism spectrum disorders)</li> <li>3. Candidates will be able to recognize when instruction is not working for particular students who are struggling and begin to think about possible strategies for addressing students’ problems.</li> <li>4. Candidates will begin to understand the elements of classroom management, student engagement, instructional planning, delivery, and assessment that need to be addressed in creating a culturally responsive learning environment.</li> </ol>						

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<b>GATE 2 (Approx. Sophomore Year, 2<sup>nd</sup> semester/Junior Year)</b>						
<b>Course and Description</b>	<b>Objectives for clinical experiences</b>	<b>Field Activities and Strategy Employed</b>	<b>Key assessments with standards met</b>	<b>Teacher Responsibilities</b>	<b>Student Supervisor (Course Instructor) Responsibilities</b>	<b>Tools (Guidance tools, observation tools, etc.)</b>
<p>SED 365 – Basic Principles of Academic Assessment and Remediation for Exceptional Individuals (this course is a prereq/coreq for SED 435)</p> <p>SED 435 – Language Arts for Exceptional Individuals</p> <p>SED 375 –</p>	<p>See below (summary of what the candidate should be able to do)</p>	<p>Teacher candidates assess and tutor a child in math, in a local public school, under the direct supervision of the course instructor. (8 field work sessions)</p> <p>Teacher candidates assess and tutor a child in reading and spelling, in a local public school, under the direct supervision of the course instructor. (8 field work</p>	<p>Exams to assess candidates’ pedagogical content knowledge (2 in SED 365, 3 in SED 435).</p> <p>Diagnostic report, lesson plans, and field work portfolio in each course (both SED 365 and 435)</p>	<p>Classroom teachers recommend the children to be tutored and obtain parent permissions.</p> <p>Classroom teachers recommend the children to be tutored and obtain parent permissions.</p> <p>None</p>	<p>For both 365 and 435: Teach pedagogical content knowledge and how to administer assessments prior to the start of field work; teach how to design an evidence-based lesson using the assessment data; supervise all field work sessions; provide constructive feedback to candidates’ instruction and behavior management; troubleshoot problems.</p> <p>Teach pedagogical</p>	<p>Diagnostic rubric that outlines expectations for diagnostic report and evaluates candidates with regard to diagnostic content, writing, and goals for the child (both math and reading/spelling)</p> <p>Lesson plan rubric that outlines expectations for evidence-based, explicit instruction in key components of math (SED 365) and reading/spelling (SED 435). Candidates are evaluated based on this rubric in</p>

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Classroom Management Techniques in Educational Settings		sessions)  Candidate observes a student or students with problem behaviors in a special education or inclusive classroom for at least 10 hours and observes the teacher’s use of EBP strategies. Not supervised by course instructor.	Primary written assignment involves a report on what the candidate has observed regarding the teacher’s use of specific EBPs.		content knowledge (e.g., classroom and behavior management principles; positive behavior supports; reinforcement concepts and strategies) prior to the start of the observation assignment; teach evidence-based strategies for managing behavior.	both courses.  Field work rubric that outlines expectations and evaluates candidates’ performance across multiple instructional sessions as well as their ability to engage the child, manage behavior appropriately, respond to constructive feedback from the course instructor, etc.  SED 365 – Read and sign off on Professional Dispositions Assessment in TK20  Rubric to evaluate written assignment
Objectives for the clinical experiences in Gate 2: What should the teacher candidate be able to do at the end of this gate?						
1. Implement Gradual Release of Responsibility (GRR) model in both math and literacy.						

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### **GATE 2 (Approx. Sophomore Year, 2<sup>nd</sup> semester/Junior Year)**

2. Administer and interpret formative assessments in math.
3. Administer and interpret formative assessments in reading and spelling.
4. Plan and implement a series of evidence-based lessons in math, on a 1-to-1 basis, that addresses the instructional needs of a child with math weaknesses.
5. Plan and implement a series of evidence-based lessons in reading and spelling, on a 1-to-1 basis, that addresses the instructional needs of a child with literacy weaknesses.
6. Provide 1-to-1 instruction that is engaging and culturally responsive.
7. Choose appropriate manipulatives and other math materials, as well as appropriate books for a child's oral reading and tutor read-alouds, supplementing as needed with candidate-made materials.
8. In a 1-to-1 context, monitor a child's math and literacy progress, reflect on instruction, recognize when instruction is not working, and adjust instruction accordingly.
9. Recognize and evaluate the use of EBPs with students who have behavior problems in a classroom setting (inclusive or special education).
10. More fully understand the elements of classroom management, student engagement, instructional planning, delivery, and assessment that need to be addressed in creating a culturally responsive learning environment.
11. Understand and evaluate themselves in relation to important professional dispositions for special educators.

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<b>GATE 3 (Approx. Junior Year, 2<sup>nd</sup> semester/Senior Year, 1<sup>st</sup> semester)</b>						
<b>Course and Description</b>	<b>Objectives for clinical experiences.</b>	<b>Field Activities and Strategy Employed</b>	<b>Key assessments with standards met</b>	<b>Teacher Responsibilities</b>	<b>Student Supervisor (Course Instructor) Responsibilities</b>	<b>Tools (Guidance tools, observation tools, etc.)</b>
SED 449 (From Theory to Practice: A School-based Experience in Special Education)	See below (summary of what the candidate should be able to do)	Candidates work in a local public school for the entire semester, under the direct supervision of the course instructor, implementing both group instruction and 1-to-1 instruction with an individual student.	Diagnostic assessment of an individual child, with initial and revised versions; weekly lesson plans for that student the entire semester; thematic unit planned with a team of teacher candidates and delivered to a group of children in a content area (usually science); reflective journal; field work portfolio	Classroom teachers recommend the children to be tutored; provide information on children’s DRA2 levels and other skills; confer with candidates re: thematic unit; provide feedback about candidates’ lesson.	Teach pedagogical content knowledge and how to administer assessments prior to the start of field work; teach how to design evidence-based lessons, to groups of children as well as individual children, using the assessment data; supervise all field work sessions; provide constructive feedback to candidates’ instruction and behavior management; troubleshoot problems.	Separate rubrics to evaluate diagnostic assignment, lesson plans, and field work portfolio. Rubric for field work portfolio includes consideration of thematic unit.

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Objectives for the clinical experiences in Gate 3: What should the teacher candidate be able to do at the end of this semester?

1. Apply GRR model in both a 1-to-1 and small group context.
2. Administer and interpret formative assessments in written expression as well as math, reading, and spelling.
3. Plan and implement a series of evidence-based lessons in written expression, as well as reading, math, and spelling, on a 1-to-1 basis, that addresses the instructional needs of a child with weaknesses in some or all of those areas.
4. Plan and implement a thematic unit with a group of children in a classroom setting that addresses reading, writing, vocabulary, and content (usually science).
5. Work collaboratively with other candidates to plan and deliver the thematic unit, as well as confer with classroom teachers.
6. Provide group as well as 1-to-1 instruction that is engaging and culturally responsive.
7. Choose appropriate, evidence-based curriculum materials for instructional objectives, modifying and adjusting existing materials and supplementing with candidate-made materials.
8. In both a small group and 1-to-1 context, monitor children's progress, reflect on instruction, recognize when instruction is not working, and adjust instruction accordingly.
9. Analyze and address problem behaviors in a small-group context.

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<b>GATE 4 (Senior Year, 1<sup>st</sup> or 2<sup>nd</sup> semester)</b>						
<b>Course and Description</b>	<b>Objectives for clinical experiences.</b>	<b>Field Activities and Strategy Employed</b>	<b>Key assessments with standards met</b>	<b>Teacher Responsibilities</b>	<b>Student Supervisor Responsibilities</b>	<b>Tools (Guidance tools, observation tools, etc.)</b>
<p>EDU 300 and 400 (Student Teaching I and II)                      SED 452 (Seminar in Reflective Practice)</p> <p>SED 452 must be taken concurrently with EDU 300 and 400; all lower-level gate courses must be completed prior to the student teaching semester.</p>	See below.	<p>Candidates have 2 eight-week student teaching placements, involving at least 2 different disability categories (e.g., LD vs. ID).</p>	<p>Lesson plan template; observations with written feedback; instructional project with pre- and post-assessments demonstrating impact of instruction on student learning; student teaching evaluation; professional dispositions assessment.</p>	<p>Participate in training for cooperating teachers; provide supervision, mentoring, support, and constructive feedback to student teachers; help decide the pace of increasing responsibilities over the course of the ST placement; contact supervisor promptly to discuss any concerns; keep written records; complete the ST evaluation at the midpoint and end of the placement; convey information to the supervisor that might help improve the teacher preparation program.</p>	<p>Take the lead in establishing communications with the cooperating teacher; confer with the cooperating teacher regularly to discuss the teacher candidate's progress as well as any concerns; complete at least a minimum number of observations of the student teacher with written feedback and conferencing; discuss midterm and final evaluation with cooperating teacher</p>	<p>Student teaching observation form; student teaching evaluation form (based on the Connecticut Common Core of Teaching); rubric for "impact on student learning" project; professional dispositions assessment; sample lesson plan template</p>
<p>Objectives for the clinical experiences in Gate 4: What should the teacher candidate be able to do at the end of this semester?</p> <ol style="list-style-type: none"> <li>1. By the end of each student teaching period, assume all responsibilities of the cooperating teacher (with his/her support), including planning lessons, delivering instruction, managing student behavior, attending meetings and parent conferences,</li> </ol>						

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- participating in after-school responsibilities, etc.
2. Demonstrate impact of his/her instruction on student learning by pre- and post-assessments of a series of lessons, including graphing of student growth.
  3. Demonstrate all competencies of the Connecticut Common Core of Teaching.
  4. Demonstrate all professional dispositions necessary to be an effective special educator.
  5. Collaborate effectively with other professionals and with parents.
  6. Meet all outcomes shown on p. 1 of this document.